Course Number: 9514
Course Name: Comparative Education
Start date: Week of Feb. 21st
End date: Week of May 16th
Class time: Thursdays, 3:30 – 6 p.m.
Room: TBA
Instructor: Dr. Marianne Larsen
Office: Room 1024
Phone: 661-2111 x80159
Email: mlarsen@uwo.ca

Course Description

This course introduces students to the history, methodologies and theories of the field of comparative and international education. It explores current international education issues and trends, and assists students to develop comparative education research skills and critical awareness of various comparative approaches.

Objectives/Goals

Specifically, the course aims to:
• provides students with an overview of the history of comparative education as a field and of its relation to other academic fields
• develop an understanding of what defines comparative education as a field of study, including its methodology, and major concepts;
• learn about current approaches and trends in comparative education;
• develop comparative education research skills, including the development of research questions that can be approached comparatively and the methods best suited for different types of questions
• to develop critical awareness of the strengths and limitations of various comparative approaches

Press. Both are good introductory texts to have if you are considering pursuing studies in comparative and international education. I have included some of the chapters from both of these books on the reading list.

Recommended Journals and Associated Societies

<table>
<thead>
<tr>
<th>JOURNAL</th>
<th>ASSOCIATED SOCIETY/ORGANIZATION</th>
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<tbody>
<tr>
<td><strong>Comparative Education Review (CER)</strong></td>
<td>Comparative and International Education Society (CIES) [<a href="http://www.cies.us/">www.cies.us/</a>]</td>
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<tr>
<td><strong>Comparative Education (CE)</strong></td>
<td>Comparative Education Society of Europe (CESE) [<a href="http://www.cese-europe.org/">http://www.cese-europe.org/</a>]</td>
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<tr>
<td><strong>Compare</strong></td>
<td>British Association of Comparative and International Education (BAICE) [<a href="http://www.baice.ac.uk/">www.baice.ac.uk/</a>]</td>
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<tr>
<td><strong>Canadian and International Education (CIE)</strong></td>
<td>Comparative and International Education Society of Canada (CIESC) [<a href="http://www.edu.uwo.ca/ciesc/">www.edu.uwo.ca/ciesc/</a>]</td>
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<tr>
<td><strong>Current Issues in Comparative Education (CIE)</strong></td>
<td>Teachers’ College, Columbia University [<a href="http://www.tc.columbia.edu/CICE/">http://www.tc.columbia.edu/CICE/</a>](online journal)</td>
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<tr>
<td><strong>Research in Comparative and International Education</strong></td>
<td>Oxford University [<a href="http://www.wwwords.co.uk/RCIE/">www.wwwords.co.uk/RCIE/</a>](online journal)</td>
</tr>
<tr>
<td><strong>International Education Journal</strong></td>
<td>Australian and New Zealand Comparative and International Education Society (ANZCIES) [<a href="http://www.anzcies.org/">http://www.anzcies.org/</a>]</td>
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<tr>
<td><strong>International Journal of Educational Development</strong></td>
<td>(UK based) [<a href="http://www.elsevier.com/wps/find/journaldescription.cws_home/719/description#description">http://www.elsevier.com/wps/find/journaldescription.cws_home/719/description#description</a>]</td>
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<tr>
<td><strong>Prospects</strong></td>
<td>UNESCO/International Bureau of Education (IBE) [<a href="http://www.springer.com/education/journal/11125">http://www.springer.com/education/journal/11125</a>]</td>
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Other Relevant Websites

In addition to the websites listed above, I recommend:

- Comparative Education Research Centre (University of Hong Kong) [www.hku.hk/cerc]
  and see list of links at [http://www.hku.hk/cerc/Links/links.htm]
- World Council of Comparative Education Societies (WCCES) [www.wcces.net] See links under [www.wcces.net/links/index.html] to all Comparative and international education societies and research centres.
- OISE/UT – CIDEC – Comparative and International Development Education Centre [http://www.oise.utoronto.ca/cidec/]
Assignments

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>WHEN?</th>
<th>WEIGHTING*</th>
</tr>
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<tbody>
<tr>
<td>Reading Reflections</td>
<td>Ongoing - week to week</td>
<td>20-30%</td>
</tr>
<tr>
<td>Class Seminar</td>
<td>Between Weeks 4-12</td>
<td>20-30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Friday, July 15th</td>
<td>40-50%</td>
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*(Specific weighting to be determined by each student in collaboration with instructor)

Reading Reflections

The purpose of the reflections assignment is to provide an interactive record of each student's evolving understanding of the ideas, issues and objectives considered in the course. Students can submit between 4-6 reflections, each being worth 5%. They may choose to submit more than the minimum required number of notes, with the mutual understanding that the highest scores will go towards their final mark.

Each reflection should consist of brief analytical notes on assigned weekly readings/questions/issues raised. Each reflection should be no more than 2 double-spaced pages using a standard 12 point font. Each reflection should be succinctly written with due care and attention being given to ensure that the standard of writing is reflective of graduate level work. Notes may [alternatively] provide a brief analytical summary of the main argument(s)/issue(s) of an article, identify and discuss key ideas, or summarise arguments and relate main points to other readings, ideas or approaches considered in this course.

Comparative Education Issues Seminar

Each student will be responsible for choosing one of the topics listed online and leading a class discussion on that topic. You will be responsible for finding articles on this topic in the comparative and international education journals on p. 2 of this course outline. You will be presenting an overview of this topic to students in class, addressing the following questions:

- What are the main issues/concerns that these authors raise on this issue/topic?
- What types of comparative methods are utilized by the authors of these texts? Which comparative approaches/theories are deployed? What are their units of analysis?
- How has comparative/international education research enhanced our understanding of this issue/topic?
- What are some of the strengths of research in this area? What are some of the shortcomings of these comparative research studies?

You will be expected to submit a 5-6 page written report, which critically evaluates the texts (or one text) by addressing most of the questions above.
**Major Research Paper**

Final Paper Due: by July 15th  Length: 20 typed, double-spaced pages- 12 pt font

You will be expected to write a major comparative education paper on an educational issue, theme or topic, and drawing upon at least one of the approaches connected with this course. You will see in this course that there are many different ways to approach comparative education, and in this respect, you are not limited to the traditional comparison of two (or more) countries/regions. However, it is important that you clearly outline your comparative approach, referring to course readings as well as other related literature in the field.

**TOPIC OUTLINE AND READINGS**

Week 1) Introduction to Comparative Education: Overview and the Early Travellers

Readings:

The Early Travellers

Readings:

Week 2) Forces and Factors/National Character Approaches

Readings:

**Historical Approaches in Comparative Education**

Readings:
Week 3) **Comparative Approaches from Other Disciplines**

Reading:

**Scientific Approaches**

Reading:

**Units of Analysis:**

Readings:

Week 4) **Using Case Studies and Video Technology in Comparative Education**

Readings:

**Using Video Technologies in Comparative Education Research**

Readings:
Week 5 – Ethnographic/Anthropological Approaches

Readings:

Read one of the following:

Week 6 – International Education: Overview

Readings:

Overview of International Education Organizations and Agencies

Supplementary Reading:

Quantitative Approaches: Using Large Scale Quantitative Data

Readings:
Week 7 Education and Development: Introduction and Neo-Marxist Approaches

Readings:

Dependency/Neo-Marxist Approaches

Readings:

Week 8) Education and Development: Post-colonial Approaches

Readings:

Each student will read one other comparative and international education article that uses a post-colonial framework .

Week 9) Post-positivist/Post-Modern Approaches

Readings:

For a critique of Postmodern Thought in Comparative Education, read either:

Week 10) **Globalization and Comparative Education**

Readings:

Week 11) **Theme: Educational Borrowing/Transfer**

Readings:

Read ONE of the following on Mongolian educational reforms:
  OR

Week 12) **Future of Comparative Education?**

Readings:
**COURSE Policy Statements:**

Please see the "Policies" page of the Graduate Programs & Research web site for further details on course and program policies:  http://www.edu.uwo.ca/graduate/policies.html

**Attendance:**  Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

For on-line courses, participation will be determined by the instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

**Language Proficiency:**  "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades." A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. (http://www.uwo.ca/univsec/handbook/exam/english.pdf)

**Evaluation:**  Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

- **A** = 80% and above
- **B** = 70% - 79%
- **C** = 60% - 69%
- **F** = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

**A:**  Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

**B:**  Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

**C:**  Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements
about relevance, and so on.

**F:** Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

**INC:** (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, **NO exceptions will be granted to this rule.**

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

**IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: [Scholastic Discipline for Graduate Students](http://www.turnitin.com).

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

The Academic Calendar states:

**Scholastic Offences include, but are not limited to, the following:**

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.
8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf)

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